Using Youtube Music Video to Improve transactional Speaking Skills at The Second Grade Students Of SMA Negeri 3 Sinjai

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ABSTRACT

The purpose of this research is to know the effectiveness of YouTube Music Video in teaching transactional speaking skills at the second grade of SMA Negri 3 Sinjai Timur. The pre-experimental research with pre-test and post-test was implemented as the design of the research. The population of this research was the second-grade students of SMA Negeri 3 Sinjai Timur who enrolled in the academic year 2020/2021 consist of 30 students. The technique sampling used in this research was random sampling. The sample of this research is class XI MIA 2 consists of 15 students, the instrument used to collect data was the speaking test. The data were analysed by descriptive and inferential technique statistic. The result of the research presented that the pre-test of the class got a mean score of 31.26. After giving treatment the students got a mean score of 62.86. The outcome of the data analysis revealed that there was a significant improvement in students' transactional speaking skills using YouTube Music Video. Subsequently, it was also supported by the result of one sample t-test where Sig. (2-tailed) = 0.000 < 0.05. This implies that the treatment had a significant main effect on the students' transactional speaking skills achievement. Therefore the null (Ho) is rejected and the alternative hypothesis (H1) is accepted. Based on the result analysis, the researcher may conclude that using YouTube Music Video was effective to improve the students Transactional Speaking skills especially at Class XI MIA 2 at SMA Negeri 3 Sinjai Timur.

Keywords: YouTube Music Video, Transactional Speaking.

INTRODUCTION

English is one of the human languages in the world that have an important role in communication. As the international language, English has many relationships with various aspects of the life of human beings. English may consider as the first foreign language taught in Indonesian schools, it learns from elementary school up to university level. According to Bahar, A. K,& Latif I (2019) In the academic word, English plays it decisive role in getting and sharing many kinds of knowledge from academic sessions such as seminars and conferences, especially at the international level. In the English language, there are four main skills, namely listening, reading, writing, and speaking. One of the skills is speaking, speaking is one of the language skills that play an important role in human communication in the target language

There are many techniques and strategies that can be applied in teaching transactional speaking. One of the most favorite applications by most of the people in the world from yaounf learners to adult learner is youtube. Regarding to the using of youtube and transactional speaking, previous research has been conducted. Ananda Rahmadana (2019) found that Problem- based group discussion techniques

can improve students' transactional speaking skills, seven factors affect the improvement of students' transactional speaking skills, namely cohesiveness, suitability, roles, goals, charismatic leadership, inspiration, and competition & conflict. In addition, Lia Selfia Yunita (2015) found that using video YouTube can improve students speaking skills. Furthermore, Putri Sakinah (2018) in her research "Using Video Tutorial in Teaching Speaking at SMAN 8 Gowa", found that speaking of the second-grade students of Senior High School 8 Gowa enhanced by using video youtube.

The researchers are interested to conducted research on using youtube at SMA Negeri 3 Sinjai to examine whether the use of YouTube music videos can improve students transactional speaking skills.

Review of Literature

Transactional Speaking

Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information. Speaking requires that the speaker also know how to produce a specific point of language. Harmer (2007) states speaking is the ability to process information and language. Nunan (2006) defines speaking as the use of language quickly and confidently with few unnatural pauses, whicb h is called us fluency. In addition, speaking competence is the ability to communicative orally in clear, coherent, and persuasive language appropriate to purpose, occasion, and audience (Utama, 2013). Based on the meaning of speaking above, the observer concludes that speaking is an oral communication between speaker and listener in giving information to each other. It is the act or an instance of uttering words as the process of exchange information with each other.

Speaking is making use of words in an ordinary voice, uttering words, knowing, and being able to use language, expressing one in words, making the speech. The ability functions to express our ideas, feeling, thoughts, and need orally (Hornby 1995) the components of speaking are described as in the following:

1) Vocabulary

There are two types of vocabulary in general, they are active and passive vocabulary. Active vocabulary is the words that the students will need to understand and passive vocabulary is the words that we want the students to understand, but they will not use themselves.

2) Grammar

Huddleston (1988) stated that the two most basic units of grammar are the word and the sentence: one subcomponent of grammar, called morphology, deals with the form of words, while the other, called syntax, deals with the way words combine to form a sentence. Richards

and Schmidt (2002) defined grammar as a description of the structure of a language and how linguistic units such as words and phrases are combined to produce sentences in a language. The teacher either drills the grammar into the students or introduces the concept through meaningful explanation examples and exercises.

3) Pronunciation

Pronunciation cannot be learned successfully by simply translating and repeating. Therefore, teachers must have a good standard of pronunciation so that students can recite well, so pronunciation is one of the important aspects of speaking to divert misunderstandings in communication.

4) Accuracy and Fluency

Accuracy and fluency are two important factors for goals to pursue CLT. Fluency is probably best achieved by allowing the stream of speech to flow then, as some of this speech spills over beyond comprehensibility, the 'riverbanks' of instruction on some details of phonology, grammar, or discourse can channel the speech on a more purposeful course.

Transactional Speaking Skills

Brown (2001) point out that , there are six types of classroom speaking performance that students are expected to carry out in the classroom: imitative, intensive, responsive, transactional (dialogue), interpersonal, and the last is extensive, but in this research, the researcher just focuses on transactional skills. Based on (Oxford dictionary, 1998), the word transactional comes from the transaction which means an exchange or interaction between people, as if an agreement, communication, or movement carried out between separate entities or objects, often involving the exchange of valuable items, i.e. information, goods, services, and money. The focus is how to make the massage meaningful and making someone understand clearly and accurately. The transactional conversation is conducted for information exchange, such as information-gathering interviews, role plays, or debates (Nuha, 2014). According to (Jack Richards, 2008:27), the main features of transactional speaking are:

a. It functions to exchange information. This feature means that the sender and recipient are only focused on sending or receiving information and if the information has been delivered, the conversation is complete.

b. It is message-oriented which means to communicate meaning. This discussion only

process the message, not to build more relationships between the sender and the recipient, just focus on communicating the meaning.

c. Participants use strategies to understand each other. Both recipients and senders have their ways of sending messages or information so that they are well conveyed and received.

d. It needs more questions, repetitions, checks for comprehension. To check the understanding of the recipient more about what the sender sends, it is necessary to provide questions and repetitions.

e. Ideas negotiation normally occurs. Not all messages or information can be received properly, then re-consideration is made by giving repeated questions or giving good feedback.

f. Language accuracy is not always important. Because transactional speaking only focuses on giving information related to something, then if the recipient has been able to understand the information the conversation is complete and not to focus on the grammar rule.

In our social lives, transactional speaking can be identified in terms of the job interview, discussion, etc. There are two kinds of transactional speaking skills. They are discussion and interview. The discussion of the two transactional discourses is aimed at giving lessons to the students of Indonesian who are learning English so that they can handle their speaking skills in a group discussion and a job interview accurately and fluently (Kaharuddin et al., 2018). Talking as a transaction is easier planned because communicative material is currently a resource that is rich in group activities, information gap activities, and role-play that can provide resources to practice how to use talks to share and obtain information and to carry out real-world transactions. (Jack Richards, 2008:27) states some of the skills involved in using talk for transactions are:

1. Explaining a need or intention

2. Describing something

3. Asking to question

4. Confirming information

5. Justifying an opinion

6. Making suggestions

7. Clarifying understanding

8. Making comparisons

9. Agreeing and disagreeing

METHOD

In this research, the researcher conducted a pre-experimental research design in the form of one group pre-test and post-test design. The pre-test is a test administered to recognize the students' mastery before giving the treatment. The treatment is applied after the pre-test given to the student. A post-test is a test administered to recognize the students' mastery after giving the treatment. The purpose of this method is to compare the pre-test and post-test. If the score of post-test is higher than pre-test, it means that this treatment is effective.

Instrument

According to Based on Wilkinson (2003) stated research instrument is the abstract associate volume to the researcher's toolkit, behind that instrument is one of the important components, because we have to prepare our instrument before conducting our research. The instrument is one of the significant steps conducting in this research, the instrument in this research is a test, the main instrument use in this research is a speaking test. The research subject is both pre-test and post-test. The goal of this test is to measure whether the method is effective in improving student's transactional speaking skills.

Procedures

English language teaching can be interpreted as the process of imparting skills and knowledge of English to a group of students whose first language is not English through the implementation of three main stages i.e. pre-teaching (planning), while teaching (giving instruction) as well as, post-teaching (measure learning outcomes) (Kaharuddin,) Discourse Analysis for English Language Teaching. (2018). In this case, this lesson plan was based on Brown's (2001). He proposes six essential elements of a lesson plan should be namely : Goals, objectives, materials and equipments, procedures, evaluation, extra-class work.

1) Goal(s)

In this part, the teacher should be able to identify an overall purpose or goal that will attempt to accomplish by the end of the class period.

2) Objectives

Objectives are most clearly captured in terms of stating what students will do. The objectives in the sample lesson plan at the end of the chapter are the sorts of statements that

the teacher can turn back to after a lesson and determine, to some extent anyway, how well students accomplished the objectives.

3) Materials and equipments

It may seen a trival matter to list materials needed, but good planning includes knowing what you need to take with the teacher to arrange to have in the classroom. It is easy, in the often harried life of a teacher, to forget to bring to class a tape recorded, a poster, some handouts.

4) Procedures

In this point, lessons clearly have tremendous variation. But, as a very general set of guidelines for planning. The procedures of the lesson plane includes:

a. an opening statement or activity as a warm-up

b. a set of activities and technique in which you have considered appropriate proportions of time for; whole-class work, small-group and pair work, teacher talk and student talk

5) Evaluation

Evaluation is an assessment, formal or informal, that the teacher make after students have sufficient opportunities for learning.

6) Extra-class work

Extra-class work needs to be planned carefully and communicated clearly to the students. Whether the teacher are teaching in EFL of ESL situations, the teacher can almost always find applications or extentions of classroom activity that will help students do some learning beyond the class hour

Data Analysis

Analyzing students' transactional speaking skills

Scoring and classifying the students' speaking skills as suggested by Harris because this scoring system is by the level of speaking test that to be assessed. The scoring system is as follows:

Table 1: Speaking Score Rubric

Rating	Transactional speaking

6	Explain, answer a need intention, describe something, ask questions, ask clarification confirm information is very clear and accurate.
5	Explain, answer a need intention, describe something, ask questions, ask clarification confirm information is little less obviously
4	Explain, answer a need intention, describe something, ask questions, ask clarification confirm information is little less confusion but ask clarification, confirm information only one or two errors sentences
3	Explain answer a need intention, describe something, ask questions are a few serious speaking errors. several ask clarification confirm information only one or two errors Sentences
2	Explain answer a need intention, describe something, ask questions are seriously Errors causing a breakdown in
	communication many basic and several ask clarification confirm information
1	Serious explain answer a need Intention, , describe something, ask questions, ask Clarification Confirm information is as well as many basic' Errors.no evidence of Having

Adopted From Heaton (1991)

Data analysis technique and statistic procedure

Classifying the students score into levels using the following criteria

Table 2 : Speaking Classification Rubric

Score	Score Range	Qualitative Description
6	16.00 – 18.00	Excellent
5	13.00 – 15.99	Very Good
4	10.00 – 12.99	Good
3	7.00 – 9.99	Fair
2	4.00 – 6.99	Poor
1	1.00 – 3.99	Very Poor

Kaharuddin (2014)

The researcher uses SPSS to make the data easy the analyze, SPPS standing for Statistical Package to the Social Science. Statistical Package for the Social Sciences is a commercially distributed software suite for data management and statistical analysis (Frey, 2017). As for how to process data in SPSS it will depend on the type of data that is owned and the analysis proposed to be carried out.

The use of SPSS in this research was to analyze the data as follows:

a. Analysis of data from the pre-test and post-test for the experimental and control class wherefrom the analysis of the data is to find the number of samples, mean, standard deviation, variance and then find for the minimum and maximum values of the data.

b. Looking for the distribution of pre-test and post-test categorization of the scores of students' learning outcomes in the experimental and control class where the distribution of categorization is to find the range of values, frequencies from experimental and control class.

c. To know the histogram of the learning outcomes of the experimental and control classes.

d. To know the normality test. The normality test is useful to overcome whether the research to be carried out is normally distributed or not for both the experimental and control class. In carrying out the normality test, the Kolmogorov normality test (sig.) is used if 0.05 then the data is normally distributed.

e. Testing the hypothesis by comparing the value of the t-test and t-table. Hypothesis testing applicable were:

If the value t count> t table, then H_1 is received while H_0 is rejected. If

the value of t < t table, then H_1 is rejected while H_0 accepted

2. The Effectiveness Test

Comparing the result between pre-test and post-test to find the effectiveness of treatment :

The relative efficiency (R) of θ2 to θ1 by using the formula:

$$R\ (θ2, θ1\ ) = \frac{E(θ1 - θ)^2}{(θ1 - θ)^2}\ atau\ \frac{Var\ θ1}{Var\ θ2}$$

FINDINGS

a. The result of the Pre-Test

It has previously been stated that the pre-and post-test is used to measure knowledge gained from participating in treatments using YouTube music video in teaching transactional speaking. The pre-test is a speaking test given to the participants before the treatment begins to determine their knowledge level of the course content. After the completion of the course, participants are given a post-test to know the increased speaking test. Comparing participants' post-test scores to their pre-test scores enables us to see whether the treatment

was successful in developing participants' speaking skills. The comparison of the gain scores between pre-test and post-test can be illustrated as follows:

Table 3: The distribution of frequency and percentage score in pre- test

SCALE	CLASSIFICATION	FREQUENCY	PERCENTAGE
16.00 –18.00	Excellent	0	-
13.00 –15.99	Very Good	0	-
10.00 –12.99	Good	1	6 %
7.00 – 9.99	Average	10	67 %
4.00 – 6.99	Poor	4	27 %
1.00 – 3.99	Very Poor	0	-
Total		15	100 %

Table 3, above shows the rate percentage and frequency of the students' in the pre-test, none of the students got an excellent score and very good score, 1 student (6 %) achieve a good score, 10 students (67 %) got an average score and 4 students (27 %) got the poor score and the last none student got a very poor score.

Table 4: The distribution frequency and percentage score in post-test

SCALE	CLASSIFICATION	FREQUENCY	PERCENTAGE
16.00 –18.00	Excellent	5	33 %
13.00 –15.99	Very Good	10	67 %
10.00 –12.99	Good	0	-
7.00 – 9.99	Average	0	-
4.00 – 6.99	Poor	0	-
1.00 – 3.99	Very Poor	0	-
Total		15	100%

While the rate percentage of score in post test from 15 students at table 6 shows that, the students' achieved 5 (33%) excellent, 10 (67%) students achieved very good score and none students' got good , average , poor and very poor score.

The pre-test was also processed and analyzed by using SPSS which had eventually resulted in the following description:

Table 5: Descriptive Statistic

	N	Mean	Std. Deviation	Std. Error Mean
Pre-test	15	31.2667	5.67534	1.46537
Post-test	15	62.8667	4.67312	1.20660

The overall results of the students from the pre-test achieved 31.26 as the average score and from the post-test achieved 62.86 as the average score for their writing skills which means that the quality of the students in post-test is better after getting treatment using clustering technique than the students in the pre-test.

Assumption Test

Before testing this research hypothesis, it is necessary to test the sample distribution to find out whether the sample is normal or non-normal. The name of that test is the normality test. The normality test is aimed at testing all hypothesis tests which test a null against an alternative hypothesis. The result of the normality test deals with the statements of hypothesis namely:

H0 = The null hypothesis

> The sample has normal distribution when the significance value is greater than 0.05 (sig > 0.05)

H1 = The alternative hypothesis

The sample is not normally distributed when significance is less than 0.05 (sig < 0.05)

> To test the normality of sample distribution, this research used the output of SPSS as follows:

Table 6: Test of Normality

		Pre	Post
N		15	15
Normal Parameters	Mean	31.2667	
	Std.	5.67534	62.8667
Deviation Most Extreme Differences Absolute		.189	4.67312
	Positive		.420
	Negative	.189	
Kolmogorov-Smirnov Z		-	.240
Asymp. Sig. (2-tailed)		.149	-
			.149
		.730	
		.661	.930
			.352

a. Test distribution is normal

b. Calculated from data

From the table above, the significant value of the pre-test = 0.661 > 0.05 and the post-test = 0.352> 0.05. It means that the samples are normally distributed.

T – Test

After finding out that the samples of the pre-test and post-test are normally distributed, the implication of this research is If Sig. (2-tailed) < 0.05, H0 is rejected and H1 is accepted and If Sig. (2-tailed) < 0.05, H0 is accepted and H1 is rejected. In order to test the hypothesis, the independent t-test is used to know whether H0 or H1 is accepted or not.

Table 7: One-Sample T-Test One-Sample Test

	Test Value = 0					
	T	Df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Pre	21.337	14	.000	31.26667	28.1238	34.4096
Post	52.103	14	.000	62.86667	60.2788	65.45.46

Based on the table above it is found out that SPSS output for one sample T-test = 21.337

and sig (2 tailed) = 0 .000 This output reveals that sig = 0.000< p-value = 0.05. This implies that the intervention has a significant main effect on the students' transactional speaking skills improvement. Therefore, the null hypothesis is rejected. The data gained through close-ended questionnaire that consisted of 18 numbers. The participants of this study were 98 English Education's students at the eighth semester who were chosen by using total sampling.

Based on the research question, which is "How is the students' perceptions toward the use of blended learning in Teaching English in English Education Department students at UIN Alauddin Makassar?" which consist 18 close-ended questions which occurred in google form questionnaire.

Table 8 Range and criteria of Students' Perceptions toward the use of Blended Learning

Range	Categories	Total Respondent	Percentages
1.0 – 1.8	Strongly negative	0	0%
1.8 – 2.6	Negative	0	0%
2.6 – 3.4	Neutral	31	31.63%
3.4 – 4.2	Positive	67	68.36%
4.2 – 5.0	Strongly positive	0	0%
Total		98	100%

Based on the result above, the result of students' perceptions toward the use of blended learning in teaching English was positive with the mean score **3.47** and total respondents who answered were **67**.

Discussion

The result of this research shows that the students' scores were much higher after the treatment using YouTube music videos. The performance of the students improved by using YouTube music videos, most of them were in an excellent and very good score. The use of YouTube music video was surely useful to improve the students' transactional speaking skills of the second grade at SMA Neg.3 Sinjai Timur. Using a video in speaking allows them to learn correct accuracy (pronunciation and grammar), fluency and to improve their vocabulary and comprehensibility in study transactional speaking skills. A video can be used in all instructional environments with classes, small groups, and individual students. In addition, using a video in learning is interesting and motivating for students to learn. It contains audio and visuals that can increase the level of students' interest. It helps both the teacher and students to develop their knowledge about technology and how to use it to support the teaching-learning process.

CONCLUSION

Based on the result data analysis, research finding and discussion in the previous chapter, the researcher concluded that: Using YouTube music video in teaching transactional speaking is effective, it can be seen from students' enhancement. Before implementing the YouTube music video technique, the students speaking transactional skills were poor but after implementing this technique, students speaking transactional was increased. The student' average score of pre-test was only 7.5 and after giving treatment, the students' average score of post-test is almost twice has an improvement to 14.2. The students of SMA Neg. 1 Sinjai Timur have positive responses toward the use of YouTube music video technique in teaching descriptive transactional speaking skills. This was proved by the percentages of the student's responses through the use of YouTube music videos.

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